

Loyola University Chicago

ELPS 432/CIEP 524 | TOWARD SOCIAL JUSTICE IN HIGHER EDUCATION

Fall 2018 | Corboy Law Center 901 | Wednesdays, 7:00-9:30 pm

The transformation of schools can only take place when teachers, working in solidarity, take ownership and struggle to radically change the political and economic structures of power that defile our revolutionary dreams. (Darder, 2011, p. 193)

COURSE INSTRUCTOR(S)

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Office Hours: Office hours are made primarily by appointment via Skype (changaurora, markanthonytorr), Facetime (Dra.: 312-339-4008, Mark: 419-351-2448), or Zoom (via online scheduler).

DISCLAIMER

Please note, if, for pedagogical reasons, a change to the syllabus is necessary, we reserve the right to move forward with such changes. If and when changes are made to the syllabus, we will notify the entire class community either verbally or in writing.

COURSE DESCRIPTION

Overview

This course is an exploration of multiculturalism and social justice issues, theories, and practices in 21st century, U.S. [higher] education. Cross-listed as CIEP524/ELPS432, we intentionally center colleges and universities as critical sites for educational praxis. Over the course of the semester, we will consider the perils of a dehumanized and inequitable system of schooling as well as the possibilities of antioppressive and liberatory education. In this sense, we seek to transcend the traditional silos of the discipline (e.g., K-12, higher education, teaching and learning, leadership and administration) to (re)examine education more collectively – through its many dimensions and histories – as a *transdisciplinary project* and *critical practice* of love/freedom (hooks, Freire).

We begin by locating the individual 'self' as the essential sharpening stone of transformative education, and dive deeply into considering how our unique personal contexts, histories, identities, beliefs, and biases shape our perspectives and practice(s) as professional educators. Beyond the traditional scope of educator identity, we will also consider our power and responsibilities in other roles, as students, parents, partners, and community leaders. Conceptually, we begin by offering foundational terminology and theories used throughout the course, and then we delve into understanding systems of oppression, social identity development, privilege, power, and activism. Altogether, the course is designed to cultivate essential knowledge(s), awareness, and skills/capacities for advancing multiculturalism and social justice through critical educational practice.

Some questions to consider when thinking about your learning in this course:

1. How do you define social justice, privilege, and oppression?
2. What do you hope to learn about yourself and others in this course?

3. How are your feelings, attitudes, and behaviors shaped by your concept of justice?
4. Why is multiculturalism for social justice a required component of the Higher Education program?
5. With which target/agent groups do you identify?
6. How may this learning influence your educational practice?
7. With whom will you process learning in this course?
8. How does your positionality impact your epistemology?
9. How do power, privilege, and possibilities play a role in the processes of schooling and specifically in higher education?
10. How does one effectively facilitate and participate in discussions around social justice issues in education?
11. How would you describe your own intersectional positionality as a scholar/researcher/educator by applying the concepts of our readings to your own understandings of schooling and higher education?
12. How do identity, education and agency intersect and interact with one another in educational contexts, specifically in higher education?

Objectives

This course has been designed to meet the following objectives. Students will:

1. Use prior knowledge to make real-world connections to social justice and higher education.
2. Understand and apply a social justice lens to their personal and professional contexts.
3. Increase their reflexivity with regards to social justice issues.
4. Engage in aesthetic educational practices.
5. Embrace conflict as a necessary part of the learning process.
6. Examine the hidden curriculum of higher education through the application of notions of social justice.
7. Explore with “play” as a necessary aspect of authentic learning.
8. Experience multimodal approaches to engaging the course content.

Social Justice and Inclusion Learning Objectives/Outcomes

As educators and educational administrators, you are encouraged to consult professional organizations for guidance on your current practice and future professional development plan. Given the centrality of the higher education and student affairs (HESA) context in this course, we offer the ACPA/NASPA Professional Competency on Social Justice and Inclusion (SJI) as a guiding framework for the structure of the course, as well as your specific learning objectives/outcomes:

Operational Definition and Purpose of SJI Work:

“...social justice is defined as both a process and a goal that includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups and seeks to address issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.”

SJI Learning and Development Themes and Outcomes Guiding This Course:

- **Student will achieve a foundational understanding of self and navigating systems of power.** Evidence of learning and development within this theme include a student’s ability to:
 - Articulate one’s identities and intersectionality;
 - Identify systems of socialization that influence one’s multiple identities and sociopolitical perspectives, and how they impact one’s lived experiences; and
 - Articulate a foundational understanding of social justice and inclusion within the

context of higher education.

- **Student will cultivate foundational capacity for critical assessment and self-directed learning.** Evidence of learning and development within this theme include a student's ability to:
 - Utilize critical reflection in order to identify one's own prejudices and biases.
 - Participate in activities that assess and complicate one's understanding of inclusion, oppression, privilege, and power.
- **Student will demonstrate a foundational commitment to engaging in socially-just practice.** Evidence of learning and development within this theme include a student's ability to:
 - Integrate knowledge of social justice, inclusion, oppression, privilege, and power into one's practice (professional identity)
 - Connect and build meaningful relationships with others while recognizing their multiple, intersecting identities, perspectives, and developmental differences.
 - Advocate on issues of social justice, oppression, privilege, and power that impact people based on local, country, and global interconnections.
- **Student will achieve a foundational understanding of student organizational systemic advocacy.** Evidence of learning and development within this theme include a student's ability to:
 - Understand how one is affected by and participates in maintaining systems of oppression, privilege, and power.

Community Agreements

In this course, we will collectively develop, reach consensus on, and abide by community agreements.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

IDEA COURSE EVALUATIONS

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on *STUDENT IDEA LOGIN* on the left hand side of the page.

IDEA Objectives Essential for this course include:

- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Developing skill in expressing oneself orally or in writing

Important IDEA Objectives for this course include:

- Learning to apply course material (to improve thinking, problem solving, and decisions)

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public good

Minor IDEA Objectives for this course include:

- Learning how to find, evaluate and use resources to explore a topic in depth
- Developing ethical reasoning and/or ethical decision making
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Learning appropriate methods for collecting, analyzing, and interpreting numerical information
- Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Acquiring skills in working with others as a member of a team

POLICIES

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Conceptual Framework

The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “*Social Action Through Education*.” The conceptual framework is described here: www.luc.edu/education/mission/. This course contributes to the realization of this framework by equipping students to:

- Develop a strong, foundational knowledge of- and personal framework for professional ethics and social justice in education (CFS3);
- Critically evaluate current education literature(s) to consider how educational research, theory, and practice need to evolve to advance multiculturalism and social justice (CFS1); and
- Cultivate critical knowledge(s), skills, and awareness (critical social justice literacy) to promote multiculturalism and social justice through culturally-responsive and community-engaged educational practice(s) (CFS2, CFS4).

Professional Dispositions

The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit **professionalism**, pursue **inquiry**, and enact **social justice** prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes. In this class, we ask that you assess yourself mid-way through the semester and submit the rubric on Sakai to Assignments. We will provide feedback to you at that time and then submit your rating on LiveText at the end of the semester.

Diversity

This course addresses the myriad of ways in which diversity influences and impacts higher education. Particular attention is paid to the rich variety of settings in which educators work, the many needs of diverse students and populations educators serve, and the manner in which educators can develop as social justice allies.

Food and Housing Security

Any student who faces challenges securing their food or housing is urged to contact the Dean of Students for support. Furthermore, please notify us if you feel comfortable in doing so. We will work with you to identify potential resources.

Use of Technology (including cell phones, laptops, tablets, etc.)

This class is designed so that learning will be optimized through discussion and our powerful interactions through sharing ideas from our life experiences, professional expertise, and other funds of knowledge with each other. Therefore, the use of technology will be more of a hindrance than an enrichment during class. We highly encourage you to use pen and paper note-taking as your primary means of technology in the classroom. Research continues to support the effectiveness of manual note-taking in enhancing student learning.

http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away?utm_source=facebook.com&utm_medium=social&utm_campaign=npr&utm_term=nprnews&utm_content=20170819

In the study published in *Psychological Science*, Pam A. Mueller of Princeton University and Daniel M. Oppenheimer of the University of California, Los Angeles sought to test how note-taking by hand or by computer affects learning.

"When people type their notes, they have this tendency to try to take verbatim notes and write down as much of the lecture as they can," Mueller tells NPR's Rachel Martin. "The students who were taking longhand notes in our studies were forced to be more selective — because you can't write as fast as you can type. And that extra processing of the material that they were doing benefited them."

Mueller and Oppenheimer cited that note-taking can be categorized two ways: generative and nongenerative. Generative note-taking pertains to "summarizing, paraphrasing, concept mapping," while nongenerative note-taking involves copying something verbatim.

If you need to use technology as a tool for accommodation, please let Dra. Chang know in advance. If you need to use your phone, please be respectful and step out of the room to do so.

Late Work

We expect assignments to be completed and turned in on the due date. If you anticipate needing more time to submit your work, please notify Dra. Chang via email at least 48 hours in advance of the due date and time. If you do not notify the professor 48 hours in advance, there will be a 10% deduction per day for each late assignment.

Attendance

You are expected to be on time to class and stay for the duration of class. If an emergency arises, please email Dra. Chang as soon as you are able.

Email/Sakai

Email will be used as the primary mode of correspondence for this course. We will respond to/be available for email communication between Monday and Friday and get back to you within 24 hours during the work week. It is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Sakai will be used extensively to conduct forums, turn in assignments, and as a source to update the class about course material.

APA Style/Writing

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Guidelines for this will be covered at the start of the semester and a handout will be posted on the Sakai site. Key provisions are that papers should be 12 point Times New Roman font, double-spaced, with one inch margins. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers and/or the Writing Center for initial feedback. If you have significant concerns regarding your writing ability, please consult with the University Writing Center (<http://www.luc.edu/writing/>) for assistance.

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/. This link directs you to policies related to academic honesty, accessibility, ethics, and electronic communication.

REQUIRED TEXT(S)

- Sensoy, Ö., & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education (2nd ed.)*. New York, NY: Teachers College Press.
- Supplemental articles and book chapters, as indicated in syllabus.

GRADING

Final grades will be determined by totaling the points received on each of the assignments above (100-94=A, 93-90=A-, 89-86=B+, 85-83=B, 82-80=B-, 79-77=C+, 76-74=C, 73-70=C-, 69-60=D, 55 or below =F). An "A" signifies exceptional work in this course. Assignments are generally due by 11:59pm (midnight) on the day specified, unless otherwise noted. Please contact us if for some reason you are unable to meet a deadline. If you contact us ahead of the deadline, we may be able to schedule an extension for no more than one week. If not, late papers may not be accepted and/or subject to at least a grade letter reduction.

COURSE ASSIGNMENTS

Course Assignments	Points Per Assignment
Participation	20
Weekly Blogs	20 (10 blogs at 2 points each)
Teach-Us Session	15
Educator Identity & Social Justice Manifesto Project Progress Point #1: DEI - Social Identities Paper	5
Educator Identity & Social Justice Manifesto Project Progress Point #2: DEI - Social Justice in Higher Education Paper	5
Educator Identity & Social Justice Manifesto Project Progress Point #3: Creating Change - Social Justice Manifesto Final Paper	25
Midterm Check-In	5
Final Performative Reflection	5
Total Points Possible	100

Participation

Participation is the cornerstone of this course. Your contributions to a healthy class environment, substantive discussion, scholarly growth, and overall positive demeanor is the centerpiece of this course. Your participation will be measured by your self-assessment in the following areas:

- Supporting and cultivating new colleagues through constructive dialogue and feedback.
- Utilizing scholarly references and your funds of knowledge to support and articulate your ideas.
- Courageously raising issues and engaging in discussions that feel risky or uncomfortable.
- Engaging in difficult conversations, seeking to understand others before being understood.
- Being as mindful, attentive, and respectful as possible.

Points will be awarded based on the Participation Rubric (included at the end of the syllabus).

Weekly Blogs

Every week, student are expected to critically review and reflect on assigned course readings. Over the course of the semester, students will be required to write and submit 10 blog posts, assigned within the Course Schedule section of this syllabus. While blogging offers students a flexible avenue to engage with course materials, students are expected to address the following questions in three paragraphs (minimum) or more:

1. What are the main points the author is making in the reading? Based on the readings, address the "4 A's":
 - a. What do you **agree** with?
 - b. What is something you would **argue** against?
 - c. What is **absent**?
 - d. What is something you **aspire** to?
2. How does this connect to your personal and professional contexts?
3. How does this connect to your social identities?

In addition to these general inquiries, additional guiding questions may be provided for particular readings to help students focus and immerse themselves in specific topics for that week. By the end of each blog, students should list any remaining questions they have about the readings for the week. Blogs will be submitted on the Sakai course site and are due no later than Tuesday (prior to the class session) at midnight.

Please Note:

- Students are encouraged to write and save their blog posts as Word documents prior to submitting via Sakai, as we cannot guarantee that posts/writing will be available after the end of the course, when the ELPS 432/CIEP 524 Sakai site is closed.
- Blog posts are less formal in tone than scholarly papers and do not need to *fully* adhere to APA format. However, students are expected to submit writing that is cogent, professional, and free of grammatical, spelling, or other typographical errors. Furthermore, students should utilize APA format for any in-text citations or direct quotes, as well as include a full reference for any sources cited within the paper that have not been directly introduced/covered in this course (but a full reference list is not required).

Teach-Us Sessions

Students will work in groups of four or five to "teach us" about student-selected sites in downtown Chicago. You will have a total of 1.5 hours to teach us about your site, including travel time. On Teach-Us Session days, we will meet in class at our regular time, depart to the Teach-Us site at 7:30pm, then conclude the Teach-Us Session at 9:00pm. From 9:00 to 9:30pm, Mark and Dra. debrief the session at or near the Teach-Us site.

The task, as a group, will be to explore a site for its representation of social justice issues specific to higher education in alignment with that week's readings. Through class discussion and guidance, students will plan the site visit, "teach us" about inherent themes and pose reflective questions. Your tasks are:

1. **Meet as a group, develop community agreements specific to this assignment, establish meeting times, roles and responsibilities, and arrange a meeting with Dra. no later than a full week before your facilitation;** the purpose of this meeting is to ensure you are on the right track and to address any questions/concerns you might have.
2. **Read the readings assigned for your Teach-Us Session and choose your site in downtown Chicago.** Make it easily accessible for everyone and engage in rigorous creativity about the site selection. It should not require more than 15-20 minutes to travel to the Teach-Us Site. Here are additional questions you must consider as you choose the site:
 - a. How will we travel to the site?
 - b. How accessible is this site to everyone in class?
 - c. How does this site relate to higher education?
 - d. How does this site illustrate the week's readings on social justice?
 - e. What new information can you teach us about this site that we may not already know? What primary sources might you access to share this information?
 - f. How can I engage my peers in rigorous reflection?
3. **Select one supplemental piece of literature or media that focuses on a current issue/event in higher education that you believe relevant to your specific site and content/theme(s) in the assigned reading.** Supplemental material should not be excessive in length or density; and you are encouraged to be creative in the supplemental content you select. With that said, the quality of the material and credibility of the source should be given strong consideration. Supplemental content must be shared with the class 72 hours before your Teach-Us Session (i.e., by 7pm the Sunday prior), to ensure there is adequate time for everyone to review the material.
4. **Do a 'dry-run' of both the location and how you plan to facilitate the session.** Here are questions you must consider as you plan your facilitation:
 - a. What is the primary goal of this facilitation? What do I want my peers to get out of it?
 - b. How will I know the goal has been met?
 - c. How am I utilizing multiple modalities to address the multiple intelligences of our class community members?
 - d. What assumptions am I making about the class in planning the facilitation and how can I either be upfront about these assumptions or utilize strategies to ensure that those assumptions do not negatively impact the facilitation?
 - e. How is my positionality impacting the way I approach this facilitation? How can I be upfront about this in my facilitation style?
 - f. How can I incorporate aesthetic learning and play within the facilitation?
 - g. How can I plan the facilitation so it has an appropriate pace?
5. **Teach us about the site, particularly focusing on how the site represents social justice issues specific to higher education in alignment with that week's readings.** Here are questions you must consider as you engage social justice issues through the Teach-Ss Session:
 - a. What specifically do you want your peers to understand about the specific social justice issue(s) you are focusing on?
 - b. How will you know that they have understood it?
 - c. What was particularly resonant, fascinating, and/or problematic about the specific social justice issue(s) you are focusing on?

- d. How does this specific social justice issue(s) relate to your peers' everyday lives with respect to their roles as higher education professionals?
- e. What reflective questions can you pose around this social justice issue(s) to move your peers to consider its significance and application to real life?

➤ *Students are encouraged to read and reference Goodman (2011) Chs. 4+5 and Lechuga, Clerc, & Howell (2009) as instructive resources to guide the planning and facilitation of their Teach-Ups Sessions.*

Developing Educator Identity & Social Justice Manifesto Project

The capstone experience for this course is a deeply reflective writing project that will build and evolve over the course of the semester. For this project, you will engage in ongoing (formative) reflection and learning, deep synthesis, and critical, summative assessment to respond to some of the fundamental questions of this course: *Who am I? What do I believe? Why do I understand myself in this way—and why do I believe the things that I do? What is social justice, and how will I create a more just, caring, and thriving world as an educator?* In a sense, the project is three-fold: a personal statement, a professional development plan, and an outline of your strategy for pursuing social justice as an educator.

To guide this process, students will submit three formal papers that serve as progress points in the class: [1] *Developing Educator Identity - Social Identities Paper*, [2] *Developing Educator Identity - Social Justice in Higher Education Paper*, [3] *Creating Change - Social Justice Manifesto (Final Paper)*. Students are encouraged to utilize their Weekly Blogs as a process of formative writing that will facilitate their development and contribute to their progress in completing the capstone project.

Each section of the project is explained in greater detail below.

Progress Point #1:

Developing Educator Identity - Social Identities Paper (1500-2000 words)

Due Friday, September 28 by midnight

For this assignment, you are asked to introduce and begin to synthesize your lived experiences and the literature covered in class (up to this point), specifically focusing on the notions of *education* and *identity*. The paper must adhere to APA 6th Edition style/formatting. There are no specific headers or other structural requirements for this assignment. That is, you should organize the paper in the way that feels appropriate for you/your style (within APA style/formatting guidelines).

However, your paper must cover the primary objectives of the assignment, which are to:

- Introduce and explain your working definition/theory/philosophy of social identity (broadly);
- Articulate your understanding/perspective on the relationship between education and identity (theoretically);
- Introduce and explain the social identities, backgrounds, statuses, and/or affinities that you believe to be closely connected to the core of who you are as a person (broadly);
- Explain how your understanding(s) of your social identities influence(s) your *identity as a professional educator* (personally). [Be sure to cite sources that support the significance and utility of comprehending how your positionality impacts your epistemology.]; and
- Reflect on what new curiosities, questions, or conflicts regarding social identity are emerging for you, as you move deeper into the content of this course—as well as if there are particular experiences, events, or relational interactions that you believe instigated (or influenced) your development(s).

Progress Point #2:**Developing Educator Identity - Social Justice in Higher Education Paper (1000-1500 words)***Due Friday, November 2 by midnight*

For this assignment, you are asked to continue synthesizing your lived experiences and the literature to articulate your *current* understanding of social justice within the context of higher education. The paper must adhere to APA 6th Edition style/formatting. There are no specific headers or other structural requirements for this assignment. That is, you should organize the paper in the way that feels appropriate for you/your style (within APA style/formatting guidelines).

However, your paper must cover the primary objectives of the assignment, which are to:

- Introduce and explain your working definition/understanding/framework of social justice by considering the questions (broadly) [Be sure to cite sources that explain the concepts you choose to focus on, support the importance of social justice in higher education, and that support your stance/perspective(s).];
- Explain how your understandings of social justice in higher education impact your view of being a professional educator (personally);
- Discuss *injustice* in higher education and cite specific examples of injustice(s) that that *inhibit* educational opportunity [For this section, avoid broad discussion and feel comfortable to identify particular aspects of education that you feel are problematic (e.g., access, campus climate, testing, teaching and learning, socioemotional development, etc.);
- Reflect on what new curiosities, questions, or conflicts regarding social justice are emerging for you, as you move deeper into the content of this course—as well as if there are particular experiences, events, or relational interactions that you believe instigated (or influenced) your development(s);
- Discuss the ways in which this course (including your interactions with colleagues, assignments, and readings) have impacted your view(s) of social justice and your view(s) as an educator; and
- Provide specific scenarios that represent how you will apply these concepts personally and as a professional educator.

Progress Point #3:**Creating Change - Social Justice Manifesto/Final Paper (5000-6000 words)***Due Wednesday, December 5 by midnight*

In this final assignment, you will engage in deep synthesis and critical, summative assessment to reflect on some of the fundamental questions of this course: *Who am I? What do I believe? Why do I understand myself in this way—and why do I believe the things that I do? What is social justice, and how will I create a more just, caring, and thriving world as an educator?* You are asked to draw on your understanding of social (in)justice in higher education to center the notion of *action* or *change*, particularly within the context of your personal-professional practice. This paper requires you to consider both the *present* and *future* of higher education and your role as a person and professional educator. The paper must adhere to APA 6th Edition style/formatting.

Furthermore, your paper must address the core prompts for the assignment, which are:

- [1] What is social justice? What is required to achieve social justice? What knowledge, skills, and attitudes are essential to living and fighting for social justice?
- [2] Explain how you understand the interrelationship of social identity, social justice, and the role of higher education. What are the relationships and responsibilities that bind you—as an individual—with your profession and greater society?

[3] How (and why) have your assumptions and perceptions of being a professional educator changed since the beginning of the semester?;

[4] What change(s) do you wish to see in the world—and particularly, within education—and how, specifically, will you work to create such change(s)?

In responding to these prompts, you will effectively:

- Introduce and explain your understanding/philosophy/framework of positive social change (broadly/theoretically) [Cite sources that clarify the parts and process(es) you consider central to individual, structural, and societal change.];
- Describe your role in higher education (e.g., functional area, responsibilities, etc.) and explain how you will effectively create change as a professional educator in/from this position (personally);
- Evaluate your current social justice knowledge, skills, and awareness, as well as articulate areas of strength and areas of growth that are essential to your *own* transformation moving forward [Be sure to leverage the social justice competency frameworks and literature provided to you throughout this course, and provide honest and vulnerable, real-world examples that represent the approach(es) you believe you will take to create change—including while you are a student enrolled in this program.].

In addition, your final paper must include the following sections—and you may also include additional sections/headers (as long as they adhere to length and APA guidelines):

Final Paper Structural Guidelines

(organization, headings, content, and **approximate** word count)

Introduction (500 words)

Begin with an engaging first sentence that “hooks” the reader - no clichés. Provide context for your argument by developing a lead-up to it, present a roadmap for the remainder of the paper (outlining what you will cover in the paper and in what order) and end the introduction by stating your thesis statement.

Subsequent Sections

For each of the following sections, begin each of your paragraphs with a clear introductory sentence and an effective transition sentence into the next paragraph.

Assumptions and Perceptions (750-1000 words)

Explain how your assumptions and perceptions of being a professional educator changed since the beginning of the semester by identifying specific assumptions and perceptions you had that have developed and/or changed. Cite sources that support the significance and utility of such change as a developing educator.

Social Identities (1000-1250 words)

Explain how your understanding(s) of your social identities influence(s) your identity as a professional educator by identifying and describing specific social identities you possess and providing examples of how those identities have influenced your identity as a professional educator. Cite sources that support the significance and utility of comprehending how your positionality impacts your epistemology.

Social Justice in Higher Education (1500-1750 words)

Explain how your understandings of social justice in higher education impact your view of being a professional educator. Discuss the ways in which this course (including your interactions with colleagues, assignments, and readings) have impacted your view as an educator and provide specific scenarios that represent how you will apply these concepts personally and as a professional educator. Cite sources that best explain the concepts you choose to focus on and that support the importance of social justice in higher education.

Creating Change (750-1000 words)

Explain how you will effectively create change as a professional educator. Explain the approach you plan to take and cite sources that support your approach. Provide real world examples that represent the approach you will take to create change.

Conclusion (500 words)

End by re-stating your thesis and providing final insights and reflections about how your identity as a professional educator has developed and what you anticipate moving forward. Provide food for thought for your reader and close with a provocative sentence or question that leaves the reader thinking about your thesis.

Your final paper should integrate and apply all of the learning and development you have achieved over the course of the semester. There is, of course, no *right* answer or approach for this assignment; however, it should be well understood that our primary interest is your reflective capacity to articulate self-awareness of your social identities, professional (educator) identity, as well as your varied knowledge(s), skill(s), and awareness(es) related to multiculturalism and social justice in higher education. This document is intended to be both a powerful, summative assessment and declaration of your educator-identity and your commitment(s) as an educator working toward social justice; it is your personal-professional *social justice manifesto*.

COURSE SCHEDULE

Date & Theme	Readings	Assignments Due
Week 1 (Aug. 29) Finding Common Ground: Storytelling as a Starting Place	Greene (1980) Palmer (1997)	"Show Us" Photo Sharing - Bring three photos that begin to show us who you are and come prepared to explain as well as learn. You will have three minutes total to share your three photos. The purpose of this exercise is to introduce yourself to the class.

<p>Week 2 (Sept. 5) Tilling the Soil: <i>Cultivating Our Collective Capacities for Community, Trust, and Transformation</i></p>	<p>Sensoy & DiAngelo (2017): Ch. 1 Boggs (2012): Ch. 1 Brown (2010): Ch. 1 Chang (2018): Introduction</p>	<p><i>Storytelling</i> - Bring a short parable, story, vignette, or fable that is meaningful to you and come prepared to recite it and explain its significance in your life. You will have no more than five minutes to share your story. The purpose of this exercise is to reveal elements of your cultural worldview to your peers.</p> <p>Blog #1 Due</p>
<p>Week 3 (Sept. 12) Theoretical Foundations: <i>Critical Thinking, Thought, & Theory in Education</i></p>	<p>Sensoy & DiAngelo (2017): Ch. 2 Goodman (2011): Ch. 4 hooks (1994): Ch. 1 Manning (2009) Takacs (2002) Watt (2015a)</p> <p><i>(Optional Reading/Deeper Learning):</i> Stockdill & Danico (2012) Valencia (2010) Wallin-Ruschman (2018)</p>	<p><i>Mentor Sharing</i> - Reflect on the the many people in your life and come prepared to speak about one mentor’s role in getting you to this point, today. You will have three minutes to talk about a single mentor. The purpose of this exercise is to provide a deeper glimpse into your life/educational journey.</p> <p>Blog #2 Due</p>
<p>Week 4 (Sept. 19) Theoretical Foundations: <i>Culture & Identity</i></p>	<p>Sensoy & DiAngelo (2017): Ch. 3 Cuyjet (2011) Lechuga, Clerc, & Howell (2009) Renn & Arnold (2003) Torres (2009)</p> <p><i>(Optional Reading/Deeper Learning):</i> Bronfenbrenner (1994)</p>	<p>MEET AT DAMEN STUDENT CENTER (LSC)</p> <p>Blog #3 Due</p>
<p>Week 5 (Sept. 26) Theoretical Foundations: <i>Power & Intersectional Oppression</i></p>	<p>Sensoy & DiAngelo (2017): Chs. 4 + 5 Harris-Perry (2011): Ch. 2 Wijeyesinghe & Jones (2014)</p> <p><i>(Optional Reading/Deeper Learning):</i> Crenshaw (1991) Taylor, Miller, & Garcia-Louis (2014)</p>	<p>Progress Point #1 - Social Identities Paper Due (Friday, Sept. 28 by midnight)</p>

<p>Week 6 (Oct. 3) Digging Deeper: <i>Understanding Privilege</i></p>	<p>Sensoy & DiAngelo (2017): Ch. 6 Adair (2015) Seifert (2007) Stapleton (2015) Watt (2015b)</p> <p><i>(Optional Reading/Deeper Learning):</i> Larson & Shady (2012)</p>	<p><i>Group #1 Teach Us Session</i></p> <p><i>Blog #4 Due</i></p>
<p>Week 7 (Oct. 10) Digging Deeper: <i>Understanding the Invisibility of Oppression</i></p>	<p>Sensoy & DiAngelo (2017): Ch. 7 Martino (2017) Pyne & Means (2013) Thomas-Card & Ropers-Huilman (2014) Woolley (2015)</p> <p><i>(Optional Reading/Deeper Learning):</i> Dugan, Kusel, & Simounet (2012) Spade (2011)</p>	<p><i>Group #2 Teach Us Session</i></p> <p><i>Blog #5 Due</i></p>
<p>Week 8 (Oct. 17) Digging Deeper: <i>Understanding the Structural Nature & Global Organization of Oppression</i></p>	<p>Sensoy & DiAngelo (2017): Chs. 8 + 9 Bonilla-Silva & Dietrich (2011) Cabrera (2017) Fish & Syed (2018) Poon et al. (2015)</p> <p><i>(Optional Reading/Deeper Learning):</i> Chang (2014) Quaye & Baxter Magolda (2007)</p>	<p><i>Group #3 Teach Us Session</i></p> <p><i>Blog #6 Due</i></p>
<p>Week 9 (Oct. 24) Digging Deeper: <i>Understanding the Intricacy of Intersectional Systems of Oppression</i></p>	<p>Sensoy & DiAngelo (2017): Ch. 10 Bettie (2000) Carrillo (2016) Jack (2014)</p> <p><i>(Optional Reading/Deeper Learning):</i> Ansell (2017): Part 1 APA Task Force on SES (2007)</p>	<p><i>Group #4 Teach Us Session</i></p> <p><i>Blog #7 Due</i></p>

<p>Week 10 (Oct. 31) What's at Stake?: <i>Education, Opportunity, & The American Dream</i></p>	<p>Chang (2011) Giroux (2018) Liu (2011) Stephens et al. (2012)</p> <p><i>(Optional Reading/Deeper Learning):</i> Alon (2009) Gladieux & Perna (2005) McDonough (1997)</p>	<p>Progress Point #2 - Social Justice in HiEd Paper Due (Friday, Nov. 2 by midnight)</p>
<p>Week 11 (Nov. 7) What's at Stake?: <i>Belongingness, Connection, & The Human Condition</i></p>	<p>Cokley et al. (2013) Gonzales, Suarez-Orozco, & Dedios-Sanguineti (2013) London (1969) Means & Pyne (2017) Stuber, Klugman, & Daniel (2011) Vaccaro & Newman (2016)</p> <p><i>(Optional Reading/Deeper Learning):</i> Gonzales (2011) Ostrove & Long (2007) Patler & Pirtle (2018) Strayhorn (2012) Vaccaro, Daly-Cano, & Newman (2015)</p>	<p>Blog #8 Due</p>
<p>Week 12 (Nov. 14) Fighting Forward: <i>Identity, Agency, & Resistance</i></p>	<p>Sensoy & DiAngelo (2017): Ch. 11 Chang et al. (2017) Elkins & Hanke (2018) Goodman (2011): Ch. 5 Howard-Hamilton (2015) Jones, Kim, & Skendall (2012)</p> <p><i>(Optional Reading/Deeper Learning):</i> Espino & Lee (2011) Mangual Figueroa (2017) Nash (2010)</p>	<p>Blog #9 Due</p>
<p>Week 13 (Nov. 21) NO CLASS <i>Happy Indigenous People's Day!</i></p>	<p>Boggs (2012): Ch. 5 Brayboy (2005) Kumashiro (2012): Ch. 2</p>	<p>**No blog is due; however, these readings are required and they will be discussed in subsequent class sessions.**</p>

<p>Week 14 (Nov. 28) Fighting Forward: <i>Theories and Practices of Antioppressive Education</i></p>	<p>Sensoy & DiAngelo (2017): Ch. 12 Jones & Vagle (2013) Muñoz, Espino, & Antrop-Gonzalez (2014) Pendakur (2016) Yosso (2005)</p> <p><i>(Optional Reading/Deeper Learning):</i> Engle, Bermeo, & O'Brien (2006) Fine & Burns (2003) Rendon-Linares (2011)</p>	<p><i>Blog #10 Due</i></p>
<p>Week 15 (Dec. 5) Fighting Forward: <i>Empathy, Love, & Hope</i></p>	<p>Boggs (2012): Ch. 6 Darder (2011) Duncan-Andrade (2009) Goodman (2011): Ch. 9 hooks (1994): Ch. 14</p> <p><i>(Optional Reading/Deeper Learning):</i> Chang (2018): Ch. 7 Hallowell (1997)</p>	<p><i>Final Performative Reflection</i></p> <p><i>Final Progress Point - Creating Change - Social Justice Manifesto Final Paper/Project Due (Wednesday, Dec. 5 by midnight)</i></p>

RUBRICS

Participation - 20 points possible

Student's Name: _____

Categories	4 points	2-3 points	0-1 points	Score
Supporting and cultivating new colleagues	I actively supported and cultivated new relationships with colleagues.	I supported and cultivated new relationships with colleagues when it was convenient.	I failed to support and cultivate new relationships with colleagues.	
Utilizing scholarly references and your funds of knowledge to support and articulate your ideas.	I consistently utilized scholarly references and my funds of knowledge to support and articulate my ideas in a respectful way.	I sometimes utilized scholarly references and my funds of knowledge to support and articulate my ideas in a respectful way.	I rarely utilized scholarly references and my funds of knowledge to support and articulate my ideas in a respectful way.	
Courageously raising issues and engaging in discussions that feel risky or uncomfortable.	I courageously raised issues and engaged in discussions that felt risky or uncomfortable consistently.	I sometimes courageously raised issues and engaged in discussions that felt risky or uncomfortable consistently.	I rarely courageously raised issues and engaged in discussions that felt risky or uncomfortable consistently.	
Engaging in difficult conversations, seeking to understand others before being understood.	I actively and consistently engaged in difficult conversations and sought to understand others before being understood.	I sometimes engaged in difficult conversations and sought to understand others before being understood.	I rarely engaged in difficult conversations and sought to understand others before being understood.	
Being as mindful, attentive, and respectful as possible.	I was as present, mindful, attentive, and respectful as possible for each class session.	I was as present, mindful, attentive, and respectful as possible for most class sessions.	I was not as present, mindful, attentive, and respectful as possible for most class sessions.	
Comments				Total Score:

Developing Identity & Social Justice Manifesto Final Paper - 25 total possible points

Student's Name: _____

Categories	4-5 points	3 points	2 points	0-1 points	Points Earned
Changes in Assumptions and Perceptions	The student effectively argues how their assumptions and perceptions of being a professional educator changed since the beginning of the semester. They cite at least three different sources that effectively support this aspect of their overall argument. The student's analysis of cited sources is particularly sophisticated and the student's choice and control of language is impressive.	The student adequately argues how their assumptions and perceptions of being a professional educator changed since the beginning of the semester. They cite at least two different sources that adequately supports this aspect of their overall argument. The student's analysis of cited sources is adequately developed and though the student's choice and control of language may contain some lapses, generally the prose is clear.	The student argues how their assumptions and perceptions of being a professional educator changed since the beginning of the semester but the argument is somewhat weak. They cite at least one source to support this aspect of their overall argument, but the source(s) are somewhat limited, inconsistent or uneven. The links between the source(s) and this aspect of their overall argument may be strained. The writing may contain some lapses but it usually conveys the student's ideas adequately.	The student attempts to argue or fails to develop an argument about how their assumptions and perceptions of being a professional educator changed since the beginning of the semester. They cite at least one source (or none at all) to support this aspect of their overall argument, but may misunderstand, misrepresent or oversimplify their argument or the source(s) they used. The writing is consistently weak, lacking in development or organization, full of grammatical problems or lacking control in their use of language.	
Social Identities	The student effectively argues how their social identities influence their identity as a	The student adequately argues how their social identities influence their identity as a professional	The student argues how their social identities influence their identity as a professional educator but the	The student attempts to argue or fails to develop an argument about how their social identities	

	<p>professional educator. They cite at least three different sources that effectively support this aspect of their overall argument. The student's analysis of cited sources is particularly sophisticated and the student's choice and control of language is impressive.</p>	<p>educator. They cite at least two different sources that adequately supports this aspect of their overall argument. The student's analysis of cited sources is adequately developed and though the student's choice and control of language may contain some lapses, generally the prose is clear.</p>	<p>argument is somewhat weak. They cite at least one source to support this aspect of their overall argument, but the source(s) are somewhat limited, inconsistent or uneven. The links between the source(s) and this aspect of their overall argument may be strained. The writing may contain some lapses but it usually conveys the student's ideas adequately.</p>	<p>influence their identity as a professional educator. They cite at least one source (or none at all) to support this aspect of their overall argument, but may misunderstand, misrepresent or oversimplify their argument or the source(s) they used. The writing is consistently weak, lacking in development or organization, full of grammatical problems or lacking control in their use of language.</p>	
<p>Social Justice in Higher Education</p>	<p>The student effectively argues how their understandings of social justice in higher education impacts their view of being a professional educator. The student discusses the ways in which this course (including your interactions with colleagues, assignments, and readings) have impacted</p>	<p>The student adequately argues how their understandings of social justice in higher education impacts their view of being a professional educator. They cite at least two different sources that adequately supports this aspect of their overall argument. The student's analysis of cited sources is adequately developed and</p>	<p>The student argues how their understandings of social justice in higher education impacts their view of being a professional educator but the argument is somewhat weak. They cite at least one source to support this aspect of their overall argument, but the source(s) are somewhat limited, inconsistent or uneven. The</p>	<p>The student attempts to argue or fails to develop an argument about how their understandings of social justice in higher education impacts their view of being a professional educator. They cite at least one source (or none at all) to support this aspect of their overall argument, but may misunderstand, misrepresent or</p>	

	<p>their view as an educator and provide specific scenarios that represent how they will apply these concepts personally and as a professional educator. They cite at least three different sources that effectively support this aspect of their overall argument. The student's analysis of cited sources is particularly sophisticated and the student's choice and control of language is impressive.</p>	<p>though the student's choice and control of language may contain some lapses, generally the prose is clear.</p>	<p>links between the source(s) and this aspect of their overall argument may be strained. The writing may contain some lapses but it usually conveys the student's ideas adequately.</p>	<p>oversimplify their argument or the source(s) they used. The writing is consistently weak, lacking in development or organization, full of grammatical problems or lacking control in their use of language.</p>	
<p>Creating Change</p>	<p>The student effectively argues how they will create change as a professional educator. They cite at least three different sources that effectively support this aspect of their overall argument. The student's analysis of cited sources is particularly</p>	<p>The student adequately argues how they will create change as a professional educator. They cite at least two different sources that adequately supports this aspect of their overall argument. The student's analysis of cited sources is adequately developed and</p>	<p>The student argues how they will create change as a professional educator but the argument is somewhat weak. They cite at least one source to support this aspect of their overall argument, but the source(s) are somewhat limited, inconsistent or uneven. The</p>	<p>The student attempts to argue or fails to develop an argument about how they will create change as a professional educator. They cite at least one source (or none at all) to support this aspect of their overall argument, but may misunderstand, misrepresent or oversimplify</p>	

	sophisticated and the student's choice and control of language is impressive.	though the student's choice and control of language may contain some lapses, generally the prose is clear.	links between the source(s) and this aspect of their overall argument may be strained. The writing may contain some lapses but it usually conveys the student's ideas adequately.	their argument or the source(s) they used. The writing is consistently weak, lacking in development or organization, full of grammatical problems or lacking control in their use of language.	
Technical Qualities of Paper	<p>The student clearly follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment.</p> <p>The student includes a reference page using proper APA formatting with no errors.</p>	<p>The student adequately follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment.</p> <p>The student includes a reference page using APA formatting, but has some errors.</p>	<p>The student partially follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment, but has many errors.</p> <p>and/or</p> <p>The student includes a reference page using APA formatting, but has many errors.</p>	<p>The student minimally follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment.</p> <p>The student does not include a reference page.</p>	
Total Points (25 points maximum)					

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SYLLABUS ADDENDUM

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on *STUDENT IDEA LOGIN* on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.